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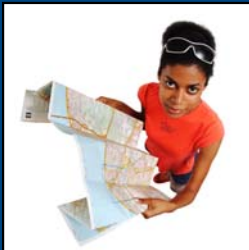
Knowing Where to Begin in Studying Student Retention




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Where to Begin




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Click the hand on the right side of your screen if you agree with this statement:

- The financial aid office is the area that is expected to have primary responsibility for retention.


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The financial aid office should have some interest in retention

- From a student loan repayment perspective, students who withdraw have a relatively high propensity to default

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Retaining students takes resources:

- Money
- Time
- Personnel

No one should have to tackle this alone!

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Attempt to get others involved:

- Institutional researchers
- Retention office
- Admissions
- Advancement, development, fundraisers
- Others

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To enhance your chance for successful buy-in:

- Bring something to the table
- Do some of your own data collection first

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Questions?




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Sometimes the hindrance in conducting research is simply not knowing where to start.




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The remaining time today will help you get started by assisting with:

- Identifying withdrawn students
- Identifying student characteristics


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Possible sources to identify withdrawn students include:

- Institutional records
- ED cohort default files

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Using ED cohort default files

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Use the hand on your screen to answer these questions:

- Have you done anything with your cohort file?
- Have you tried but not been able to do much with the file?
- Have you analyzed and shared information?

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Some advantages of using cohort files:


- Groups students with common characteristics
- Withdrawn status already known
- Institutional IT support might not be required to identify students

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List withdrawn students using cohort files by:


- Sifting through your cohort reports
- Analyze the cohort electronically

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Using CARS software is one way to identify withdrawn cohort borrowers as well as defaulters.

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Potential student characteristics:

- On or off-campus employment
- On or off-campus housing
- State resident
- Perkins, private, or state loan borrower or non-borrower
- Enrollment status for entire time

(Please type and send other ideas.)


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You have a profile of withdrawn students, now what?

- Solicit grant funds for students in high-risk categories
- Develop education and retention programs for at-risk students while still in the recruiting process
- Develop programs to integrate students into campus life


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You have a profile of withdrawn students, now what? (cont.)

- Create programs to help students and families understand the higher education commitment
- Educate students about financial literacy to help alleviate leaving school due to financial concerns


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Suggested resources:

- U.S. Department of Education, National Center for Education Statistics, (NCES):
 - *Persistence and Attainment of Beginning Students with Pell Grants*, May, 2002 (NCES 2002-169)
 - *High School Academic Curriculum and the Persistence path Through College*, August 2001, (NCES 2001-163)
 - *Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After Three Years*, August 2007 (NCES) 2007-169)

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Suggested resources (cont.):

- U.S. Department of Education, National Center for Education Statistics (NCES):
 - *Part-Time Undergraduates in Postsecondary Education: 2003-04*, June 2007 (NCES 2007-165)
 - *Stopouts or Stayouts? Undergraduates Who Leave College in Their First Year*, September 1998 (NCES 1999-087)

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Suggested resources (cont.):

- American Council on Education:
 - *Access & Persistence: Findings from 10 Years of Longitudinal Research on Students, 2002*
 - *Student Success: Understanding Graduation and Persistence Rates, Issue Brief, August 2003*

Suggested resources (cont.):

- Journal of Student Financial Aid, NASFAA:
 - *Institutional Aid and Student Persistence: An Analysis of the Effects of Institutional Financial Aid at Public Four-Year Institutions*, p. 28, Vol. 37, No. 1, 2007
- DePaul University, Office of Institutional Planning and Research:
 - *On-Campus Employment as a Factor of Student Retention and Graduation*, Feb. 19, 2004, <http://oipr.depaul.edu/gradreten/oce.asp>

Questions?





More information

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